

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12IL16

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Kathleen Tomei

Official School Name: Lincoln Elementary School

School Mailing Address: 565 S. Fairfield Avenue
Elmhurst, IL 60126-3816

County: Dupage State School Code Number*: 1902220502009

Telephone: (630) 834-4548 E-mail: ktomei@elmhurst205.org

Fax: (630) 993-6675 Web site/URL: http://lincoln.elmhurst205.org/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. David Pruneau Superintendent e-mail: dpruneau@elmhurst205.org

District Name: Elmhurst SD 205 District Phone: (630) 834-4530

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Susan DeRonne

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12IL16

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12IL16

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 8 Elementary schools (includes K-8)
(per district designation): 3 Middle/Junior high schools
1 High schools
0 K-12 schools
12 Total schools in district
2. District per-pupil expenditure: 11679

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	38	36	74		7	0	0	0
1	65	41	106		8	0	0	0
2	49	46	95		9	0	0	0
3	49	60	109		10	0	0	0
4	53	46	99		11	0	0	0
5	43	58	101		12	0	0	0
Total in Applying School:								584

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
1 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
86 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 2%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1, 2010	605
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%
 Total number of ELL students in the school: 2
 Number of non-English languages represented: 2
 Specify non-English languages:

Spanish and Russian

9. Percent of students eligible for free/reduced-priced meals: 3%

Total number of students who qualify: 15

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

Total number of students served: 54

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>3</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>10</u>	<u>5</u>
Paraprofessionals	<u>6</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>0</u>
Total number	<u>44</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☐ No

☐ Yes

If yes, what was the year of the award? Before 2007

Located in Elmhurst, Illinois, a western suburb of Chicago, Lincoln Elementary is a public school that is home to 583 students in kindergarten through fifth grade. It is part of Elmhurst Community Unit School District 205, which is comprised of eight elementary schools, three middle schools, one high school and an early childhood center. Students who attend Lincoln have varying academic and social-emotional needs. Lincoln students bring with them a wide variety of experiences that support our efforts to provide a superior education and create a climate of excellence among our students, staff, and larger community.

The Lincoln experience incorporates a rich assortment of learning opportunities beyond just a comprehensive academic curriculum. This includes parent and teacher sponsored clubs, community outreach activities, and innovative constructivist learning opportunities, such as the Cookie Company, Outdoor Education, and the Silverado Jr. Project. The Silverado Jr. project is a cooperative effort between our school, a local restaurant, and a community bank. Students work in collaborative groups to develop a business plan, apply for and secure a loan, analyze costs and set pricing to ensure that they operate at a profit, and ultimately staff the restaurant for a day. Silverado Jr. has received multiple awards for Exemplary Partnership from the Illinois State Council on Business-Education Partnerships.

The entire Lincoln community, students, parents and staff, support a culture of high expectations and achievement, collaboration, and early intervention. Staff members have been recognized at the State level for their excellence in teaching; our instructional methodologies are sought after by surrounding school districts, and our integration of the fine arts reflects the Lincoln community's commitment to quality education.

Our community's commitment to excellence enables us to be leaders in fulfilling the district mission "to meet the educational needs of all students, challenging each to his or her full potential and ensuring a foundation for future success in life."

Our staff unites as a community of leaders who are empowered to make decisions, explore differentiated learning opportunities for our students, and set high expectations, not only for our students, but for ourselves as well. Our adoption of Professional Learning Communities (PLCs) has advanced this culture of collaboration. We are leaders within the district in curriculum development and intervention support for our struggling students. Lincoln initiatives include:

- Math Intervention block
- Outdoor Education
- Silverado Jr.
- Math Acceleration
- Cookie Company

Our staff also places great emphasis on development of a healthy child and the recognition of the importance of a green, sustainable lifestyle. One way we help students to develop healthy habits is through our Walk on Wednesday tradition of encouraging families to walk to school together. Our physical education program emphasizes physical activity and healthy choices. Our active Enviro-Nuts Eco Club promotes green living and earned the Earth Flag in 2011 for reductions in waste production and increased recycling behaviors. As an example, we catch water in rain barrels for reuse in our gardens and encourage recycling in the classroom and lunchroom.

Recognizing that students and staff are only two sides to the educational triangle, we place a high value on parental involvement. The PTA is an all-volunteer service organization that unites home, school, and the community on behalf of children. The Lincoln PTA is made up of over 30 committees in which members donate their time and financial resources that allow Lincoln students opportunities beyond those provided by the district. At Lincoln we are proud of our 100% teacher membership and 95% parent membership. Our PTA initiatives include:

- Science Olympiad
- Running Club
- Poet in Residence
- Author Visits
- Safe Routes to School
- Yearbook
- All School Field Trip
- Assemblies

The staff at Lincoln recognizes each individual's role in creating a culture of excellence for all who enter our building. They willingly answer the call to be leaders at the school and district level and model life-long learning through participation in professional development.

As Lincoln approaches its 100th birthday, we celebrate the diverse needs of our students, the talents of our dedicated staff, and the support of the parents and community. In 1832, during his first campaign announcement for the Illinois state legislature, Abraham Lincoln stated: "Upon the subject of education...I can only say that I view it as the most important subject which we as a people can be engaged in." Through collaboration and a shared vision of excellence, Lincoln continues to strive to live up to our namesake.

1. Assessment Results:

Students in Elmhurst Community Unit School District 205 are expected to perform at the Meets and Exceeds level as identified by the Illinois Standards Achievement Test (ISAT). Over the past five years, Lincoln Elementary School's ISAT results have led the district in overall school performance. In 2011, 100% of Lincoln third grade students achieved the Meets and Exceeds level in both reading and math. At Lincoln, 94% of fourth graders achieved the Meets and Exceeds level in reading, while 98% of students achieved this level in math. Some 97% of our fifth grade students achieved this level of proficiency in reading and 96% in math. Recently, the district adopted the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) as another tool to measure student academic growth. The district goal is for all students to achieve 62% or greater on the reading and math MAP by the spring of 2013. While we recognize that individual progress monitoring provides us the clearest picture of students' needs and strengths, identifying trends in student cohort data allows us to evaluate performance in ways that may be reflective of our instructional methods and curriculum.

Consistently high performance describes Lincoln students across all grade levels. The school average in reading has steadily increased from 89.6% in 2007 to 97% in 2011. Over the past five years, average school-wide math achievement remains at or near 100%, as measured by the ISAT. Lincoln third grade results have shown a consistent increase in the percentage of students exceeding state standards in both reading and math. The most recent ISAT data reflect that 100% of students met or exceeded standards—the NCLB goal for 2014. The percentage of fourth grade students below reading standards has decreased from 13% in 2007 to 6% in 2011. Math data remain consistently high with 98% of fourth grade students meeting and/or exceeding standards in 2011. Fifth grade data reflect a steady increase in reading performance since 2007, when 92% of students met and/or exceeded standards, to 97% in 2011.

In a four-year comparison, each grade level has increased the percentage of students who exceeds in both reading and math. Third grade math has improved from 75% exceeds in 2007-08 to 87% exceeds in 2010-11, an overall rise of 12 percentage points. Third grade reading has improved from 51% exceeds in 2007-08 to 65% exceeds in 2010-11, an overall rise of 14 percentage points. Fourth grade math has increased from 48% in 2007-08 to 59% in 2010-11, an overall rise of 11 percentage points. Fourth grade reading has increased from 52% in 2007-08 to 56% in 2010-11, an overall rise of 4 percentage points. Fifth grade math has increased from 45% in 2007-08 to 46% in 2010-11, an overall rise of 1 percentage point. Fifth grade reading has increased from 51% in 2007-08 to 59% in 2010-11, an overall rise of 8 percentage points.

Cohort data reveals that the most recent group of students to move through Lincoln showed consistent growth relative to the national norm. In third grade this cohort performed at the 86.8% in math and 84.6% in reading. As the cohort moved into fourth grade, they performed at the 87.2% in math and 87.1% in reading. Then, in fifth grade, they made additional gains against the national norm, scoring 88.1% in math and 87.9% in reading. This data indicates students at Lincoln are not only well above the national average, but continue to grow at a rate faster than students nationwide. (These national percentiles come from the SAT-10 questions on ISAT).

Lincoln is not satisfied with simply meeting standards. We have always had a vision for our students to exceed standards, and we continually work to identify those strategies that have contributed to significant gains over recent years. In reading, our gains can be attributed to providing a well-balanced comprehensive instructional program. Teachers engage in book studies including Café, Daily Five and Writing Essentials. These studies have enhanced instructional practices. The reading curriculum now integrates phonemic awareness, phonics, comprehension, guided reading, word study, vocabulary, and writing.

Seeking to improve math scores beyond already high levels, Lincoln created a flexible grouping model to meet students' diverse needs. This model incorporates the classroom teacher as the primary instructor but also includes Special Education Resource and REACH/Enrichment specialists. This programming provides a differentiated math curriculum supporting individual learning needs. Teachers have taken into account the various ways that students learn and have incorporated technology, small instructional groups, and cooperative, hands-on learning into the math program.

In reading, our gains can be attributed to providing a well-balanced comprehensive instructional program. Teachers engage in book studies that include Café, Daily Five and Writing Essentials. These studies have enhanced our instructional practices. Subsequently, our program integrated phonemic awareness, phonics, comprehension, guided reading, word study, vocabulary, and writing. Reading is emphasized across all curricular areas. As our students are encouraged to go above and beyond what is taught in the classroom, our library provides curricular enhancements at all reading levels.

Lincoln teachers work as teams to reflect on their practices and analyze student data. The results of this reflection and analysis are used to guide instruction. Our Reading Specialists provide ongoing coaching regarding instructional strategies and progress monitoring.

Our teachers are not bound by a rigid set of lesson plans each day, but instead use instructional learning outcomes and student progress toward these outcomes to inform their daily instruction.

2. Using Assessment Results:

Lincoln School places great value on team collaboration time. Grade-level teams meet at least twice per week to analyze academic data and use that data to inform their instructional delivery. This dedicated time allows teachers to work collaboratively to problem solve for groups of students who may require differentiation in review or enrichment of a specific skill set.

Teachers utilize multiple sources of data such as: AIMSweb, NWEA-MAP, Scott Foresman tests, as well as other grade-level common assessments. In addition, the grade-level teams pull in specialists throughout the building to help analyze the data and develop plans in order to improve further student learning in the classroom. Students may be identified for further instruction, intervention, or enrichment. In cooperation with specialists, grade level teams organize students based on identified needs and develop individualized instructional plans. These plans are dynamic in that they allow students to move in and out of interventions as needed.

Grade level teams and support staff gather together formally five times a year to analyze data to inform decision making from our Tier 1 (Core Instruction) through our Tier 3 (Intensive Support). Lincoln conducts school-wide benchmarking using AIMSweb three times per year. In addition to the area of reading, Lincoln began school-wide math benchmarking this year with AIMSweb Tests of Early Numeracy for kindergarten and first grade and a math computation probe for first through fifth grade. Students also participate in NWEA-MAP assessments three times per year in grades two through five. In order to help grade-level teams measure their effectiveness at the core instructional level, the principal, school psychologist, reading specialists, and classroom teachers meet together and use a Response to Instruction (RtI) Model that identifies strengths and needs within the core curriculum. Grade level teams use this information to enhance lesson plans for core curriculum areas identified as needing improvement.

In addition to using this data at the core level, groups of students and individual students are identified as needing additional supports at either a supplemental or intensive level. Students are appropriately placed in interventions that align with their area of need. Classroom teachers and Reading Specialists monitor student progress and modify student intervention plans as appropriate.

With each data review meeting, Lincoln staff are continuously working together to enhance our practice. Utilizing feedback from teachers and active reflection, our data review meetings are continually

improving. Teachers come prepared to discuss student needs by sharing additional classroom data. This structure allows the full team to work collaboratively and make more informed decision for our students, effectively increasing student achievement.

Parents are a valuable component to the education of students at Lincoln. Parents are invited to participate in Individual Problem Solving (IPS) meetings, and student progress reports are provided to parents three times per year. Parent Teacher conferences are held after the first trimester, which provides an opportunity for both the parents and teachers to discuss progress and concerns regarding each student. AIMSweb and MAP results are disseminated three times per year. Parents are able to access SuccessNet to review test results and access remediation activities for home practice. In order to help parents decipher their child's assessment results, the district distributes one-page guides on AIMSweb, ISAT and MAP performance reports.

The Principal works with the Building Leadership Team to submit a yearly School Improvement Plan to the Board of Education. The Assistant Superintendent for Curriculum is responsible for informing the Board of Education of student achievement and progress. The School Improvement Plan is made available to the community on the school website.

3. Sharing Lessons Learned:

Lincoln School has consistently been ranked as one of the top elementary schools in DuPage County, which, in turn is one of the top-ranked counties in Illinois. In the most recent ranking of schools published by *Chicago Magazine*, Lincoln was ranked 19 out of 215 schools. Lincoln is regularly contacted by other schools that want to share in what we are doing.

Since the adoption of the Pearson Reading Street program, Lincoln teachers have shared best practices including use of small group instruction and use of assessment data. Lincoln staff presented to teachers and administrators in Glen Ellyn District 89 as they adopted the Reading Street program. Topics included sharing weekly instructional plans, independent student learning activities, and PowerPoints for student instruction. Time was also provided for Glen Ellyn staff to ask questions related to the Reading Street program. When Medinah District 11 recently adopted Reading Street, Pearson recommended their staff visit Lincoln as a model of exemplary use of this program. Teachers of both schools then met to collaboratively discuss effective instructional methods.

In 2010-11, Lincoln designed and piloted a flexible math grouping model in third grade. Based on the impressive student results at the end of the year, the district directed all schools to implement this model in grades 3-5. The staff at Lincoln shared the elements of design, discussed the role of pre-testing, and offered successful teaching strategies to other district teachers and administrators. Our REACH/Enrichment specialist has led conversations with other district REACH/Enrichment staff helping them understand their role in supporting classroom teachers delivering accelerated curriculum.

The CHAMPS program addresses the behavior side of RtI. In spring of 2011, a team comprised of teachers across the district met for training. Lincoln was represented by our social worker and cross-grade level staff who became in-house trainers. Several other teachers caught their enthusiasm and wanted to start learning more themselves. Once a month, professional development time has been devoted to CHAMPS (Randy Sprick's *Safe & Civil Schools* model). Our in-house trainers prepare presentations and our trainees share their implementation of CHAMPS. This core group regularly meets with other district staff to present the progress we are making at Lincoln. While other schools are focusing efforts on common experiences with CHAMPS, Lincoln has been a district leader in the classroom implementation of CHAMPS at the elementary level.

4. Engaging Families and Communities:

The involvement and participation of Lincoln School parents and members of the greater community is welcomed and encouraged. Whether the participants are here to observe or actually participate in learning activities with the students, Lincoln's doors are always open. Parents volunteer to be guest readers in classrooms, supervise an activity or instructional center, or assist in the Learning Resource Center. Additionally, parents serve as Parent Patrols before and after school to help ensure the safety of our students as they walk to school.

Parents are vital to our extracurricular learning opportunities and community building activities as well. Parents supervise and facilitate our Junior Great Books Programs, our Reflections program and Science Olympiad, as well as organize and assist at events such as field day, ice cream social, pep rally, Playdate with the Principal, and Halloween carnival.

The greater community is involved in our school as well. Community members support student learning in a variety of ways including the local police department (DARE program), fire department (Learn Not to Burn), the owner and staff of a local restaurant and community bank (Silverado Jr. program), as well as local business people through the Junior Achievement Program.

We recognize that while academic success is important, of course, there are other ways of measuring student success. Helping our students to become caring and involved citizens is another goal at Lincoln. Our school provides many opportunities to serve the greater community. Students participate in many activities that benefit the community including: Lincoln Singers, United Community Concerns Association's Adopt a Family, UNICEF, clothing drives, and the Soles for Africa shoe collection. The students vote on how money raised by Student Council is contributed to charitable causes.

Tying all of this together is a well-developed and ongoing commitment to transparency and communication. Lincoln maintains a school website, as well as individual websites for the library and teachers. These webpages provide ongoing, timely communication all year long, which we feel is a valuable tool for both parents and teachers as we work together to educate our students. The principal provides regular newsletters to parents informing them of upcoming dates and current events at Lincoln as well as news about curriculum and best practice. She also employs our phone notification system to communicate good news and/or remind families of important events.

In addition, District 205 places a strong emphasis on communication, sending a weekly e-communication to all families and over 500 key communicators, outlining district-wide curriculum initiatives and sharing news and information of interest to our community.

1. Curriculum:

Lincoln School supports a cohesive, evolving curriculum and effective instructional methods in the areas of reading, mathematics, science, social studies, music, art, physical education, health, technology and foreign language (grades 3-5). We continue to align this comprehensive curriculum with the CORE standards, enriched with supplemental programs such as REACH/Enrichment, WIN groups in math, reading interventions, Character Counts and CHAMPS in a cross-curricular approach.

Reading and Language Arts:

The reading program provides a comprehensive, research-based balanced approach that includes a combination of literature to enrich our children's literary experience. Ongoing progress monitoring, benchmark assessments, and an explicit plan for managing small-group differentiated instruction allows us to meet the needs of struggling readers, while challenging more advanced readers. Whole group instruction encompasses skills necessary to become efficient readers including: drawing conclusions, making predictions, making inferences, and cause and effect. The five core strands of reading instruction are implemented across grade levels.

Mathematics:

The math curriculum follows the Everyday Math program, developed by the University of Chicago. This program emphasizes the application of mathematics to real-world situations. Instruction focuses on problem-solving and critical thinking skills that provide student-centered learning experiences. Skills are not presented in isolation, but instead are linked to real-life experiences in a spiraling continuum.

Music:

The music program provides a range of learning experiences for students in kindergarten through fifth grade. Students sing, play instruments, move, listen, and read music as they develop an understanding of musical, historical, and cultural concepts. Further, throughout the grade levels, a collaborative approach is taken between the music teacher and classroom teachers to infuse music with cross-curricular instruction in math, literacy, science, and social studies. Students are given the opportunity to participate in band, orchestra, and chorus as an extension of the core music program.

Art:

The art curriculum immerses students in a variety of media, making connections to math, literacy, science, social studies, and technology. These cross-curricular activities provide an extensive range of experiences. Students use art vocabulary, develop skills in diverse methods of art production, and learn to use different tools as part of the creative process. At the conclusion of the year, student work is displayed during a Lincoln Art Fair and at the local Art Museum.

Spanish:

The Spanish curriculum develops skills in learning the Spanish language and the culture of Spanish-speaking countries. This program uses authentic, multisensory lessons that connect directly to concepts of literacy, numeracy, social studies, and science in grades 3 through 5. Students are provided with hands-on learning experiences to develop knowledge of Spanish vocabulary for the purpose of oral and written communication.

Health/Physical Education:

The health curriculum emphasizes positive lifestyle choices, including healthy eating, practicing good hygiene, and developing awareness and understanding of physical fitness. Physical education enriches these concepts through a variety of cooperative play and team-building activities that promote healthy living. Physical fitness and Lincoln's dedication to supporting the community merge in the students' participation in Jump Rope for Heart (an activity that raises funds for the American Cancer Society). Additional opportunities for fitness are offered throughout the year, including: Intramurals, Running Club, and First Grade Fitness.

Science:

The district's science curriculum, developed under the leadership of Lincoln teachers, provides hands-on learning with concept-specific kits. Students use the scientific method to engage in problem solving and critical thinking. The various science disciplines are explored as students progress through the school. Teacher-facilitated Star Lab provides unique experiences for students to extend their study of geology and astronomy, as well as Native American and Greek mythology. Science Olympiad, a collaborative effort among students, teachers and parents, offers yet another opportunity to experience hands-on science exploration.

Social Studies:

The social studies curriculum at Lincoln follows a natural progression, based on a child's developmental understanding of their world. As they progress through Lincoln, students develop an understanding of the connections between their community and the country. Topics include: geography, culture, history, economics, and government. Students learn about historical events and relate them to current world events. The third grade Cookie Company and fifth grade Silverado Jr., for example, address economics as constructivist approaches to learning.

2. Reading/English:

In 2008, Elmhurst Community Unit School District 205 adopted a new reading program based on the recommendations of pilot teachers, two of whom were from Lincoln. This particular program was chosen over others for its emphasis on research-based instructional strategies, as well as a rich mix of engaging literature at different instructional levels. The program's emphasis on differentiated instruction, progress monitoring, and management of small group instruction ensures that the needs of all K-5 students are met. The consistency of program design ensures that students can begin a new grade level with confidence that comes from a familiarity with concepts, strategies, and materials. The needs of our students are met through the efforts and collaboration of a team of teachers that includes classroom teachers, reading specialists, special education teachers, gifted teachers, and support staff. Common literacy blocks within each grade level allow flexibility, as well as continued support for the classroom teachers during reading instruction. This team approach allows classroom teachers and specialists to provide interventions and tailored instruction, followed by increased progress monitoring, for students performing below grade level. This approach also allows for enriched instruction for our advanced learners via our REACH/Enrichment program. Instructional strategies for all students include: whole group, flexible groupings, shared reading, interactive writing, read-aloud, and whole-group strategy lessons.

Students acquire foundational reading skills through a focus on the major components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Unit lessons begin with essential questions for inquiry to develop the oral and written vocabulary necessary for text readings and discussions, and to help the children connect and expand the core concept to build deeper understanding of the material. Differentiated reading instruction, provided through guided reading, employs the use of leveled-reader materials. These texts reflect a balance of genres -- 60% fiction, 40% nonfiction at kindergarten level; 50% fiction and 50% nonfiction in grades 1-3; and 40% fiction and 60% nonfiction in grades 4-5. Writing development is tied to the individual readings and further develops critical-thinking

skills. Student groupings are flexible and allow students to work with materials at their instructional level and transition among the groups as their skills advance and their needs evolve. Teachers and staff specialists monitor student growth through formative and summative assessments, including Benchmark Unit Tests every six weeks, as well as AIMSweb fluency testing three times per year. Teachers also employ additional intervention materials, including: Wilson, Read Naturally, Reading Plus, My Sidewalks, Visualizing and Verbalizing, Foundations, and Comprehension Strategies Kit in order to meet the needs of individual students.

3. Mathematics:

Using the Everyday Math program developed by the University of Chicago, Lincoln School provides for the instructional needs of all students. The Everyday Math program's instructional design is crafted to capitalize on student interest and maximize student learning. Each lesson includes time for whole class instruction as well as small group, partner or individual activities. These activities provide opportunities for open-ended problem solving and hands-on exploration, as well as ongoing practice. Lincoln teachers use formative and summative assessment data from the Everyday Math program to differentiate instruction to best meet the needs of each child.

Lincoln has always been an innovator with respect to curriculum; the staff continually looks for ways to meet the needs of a diverse community of learners. One way that we addressed these needs was the development of a program at Lincoln that allows for the flexible grouping of students in math. The staff used curriculum-based assessments as well as nationally normed tests to divide the students into WIN (What I Need) groups. The Accelerated group (those who scored 95th + percentile on NWEA MAP*) is challenged with the following year's math program. The remaining students are then placed into flexible groupings. An enrichment level was formed for those who score in the 90th to 94th percentile on the NWEA MAP or who exceed certain levels on the unit pretest. All flexible groupings are provided with challenging curricular work, depending on skills already mastered. Students can move between the flexible groups based on assessments that determine the mastery of skills for each unit. In this way, a strong emphasis on differentiation and vertical articulation remains a priority as students progress through Lincoln. This innovative approach to math instruction has been adopted district-wide.

Parents are kept informed of the activities, concepts being taught, and assessment schedules of the WIN groups through a separate grade-level website. Practice for all groups is facilitated through the use of teacher-created supplemental materials, a web-based math site known as IXL, as well as other sites focusing on skill reinforcement. The district recently adopted Symphony Math, an intervention program that supports students who are performing below grade level. Lincoln is one of the pilot schools for the implementation of this online program.

*Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP)

4. Additional Curriculum Area:

The technology program at Lincoln School is designed to engage the 21st century learner. This program follows the National Education Technology Standards (NETS) that focus on teaching students the essential skills of digital technology. Utilizing the Technology Resource Center (TRC) at Lincoln, our staff consistently leads the district in implementing new tools for learning.

Teams of teachers have partnered with the Library Media Specialist to design activities that emphasize the skills of collaboration and communication. Students conduct research projects through the use of online resources to create computer-based final products that demonstrate their understanding of the curriculum. Some of these activities include the use of:

Online Databases – Students use sites such as PebbleGo, Grolier, Britannica Online, and CultureGrams to search for current information in a safe, dynamic, and reading-level appropriate environment.

Type2Learn – Students in grades 2-5 learn proper keyboarding techniques. While the program is implemented in the school setting, students can also access it at home for additional practice.

Photo Story and Movie Maker – Students in grades 2-5 use these programs to design a multimedia story that allows them to connect with the curriculum on a personal level. For example, fourth graders work in a collaborative group to create a Photo Story of historical events of the Southeast region of the United States.

Power Point – Students use and apply research skills to design presentations used for a variety of purposes.

Kidspiration/Inspiration – Students use this program to graphically organize information and to show their understanding of a specific topic.

iPods – Students use iPods to practice and reinforce reading and math skills. While these are also used during Spanish classes, we continue to investigate ways to enhance the curriculum with these recent additions to our technology resources.

Flip Cameras – Using technology to develop students' fine art skills, the flip cameras have been employed to create weather reports and talk shows, and to record interviews for the school's online newspaper.

The classroom teachers are on a rotating schedule in the TRC. Due to demand for this space, Lincoln procured a mobile laptop cart that can be checked out by teachers and used in the classroom. This allows teachers the flexibility to carry out small group or individual projects within their classrooms. Lincoln continues to embrace new technological advancements to prepare our students for their future. Use of technology integrated throughout the curriculum helps further our pursuit of the district mission to ensure each child a foundation for future success in life.

5. Instructional Methods:

Lincoln School recognizes that students have a variety of talents and abilities. We have developed our curriculum to include differentiated learning opportunities for all students. Those students with abilities significantly above grade level participate in the REACH program. REACH offers these students an opportunity to extend their learning in the areas of math and language arts through an accelerated curriculum, novel studies, and problem-based learning. Small groups of students work with the Library Media Specialist on research projects extending concepts taught in the classroom.

Recognizing that some students require additional support to achieve grade-level standards, Lincoln staff provide multiple means for instruction. This includes Resource staff, Reading Specialists, and a variety of intervention programs that may be computer-based or delivered in small group or even one-on-one settings. Our staff, regardless of curricular area, collaborates to deliver a plethora of interventions to students that provide additional instruction in reading comprehension, phonics, writing development, phonemic awareness, and fluency as the student may need. Similar approaches are used in math to build understanding of major concepts and automaticity of facts. Students are flexibly grouped based on individual needs. Additionally, computer-based interventions, such as Symphony Math, Reading Plus, Read Naturally, and Lexia, provide differentiated skill practice and instruction based on each child's needs.

Students are offered multiple opportunities, unique to Lincoln, that engage our students in authentic learning experiences. These include: Silverado Jr., Cookie Company, and Outdoor Education. Silverado Jr. and the Cookie Company offer students experiences with consumer economics. The Silverado Jr. project, in alignment with financial literacy core standards, allows students to participate in multifaceted hands-on business experiences including: financing, marketing, production and distribution. This

capstone experience for our fifth grade students begins with the development of a business plan and loan application and concludes with students running and managing a local restaurant for a day. These experiences afford students the opportunity to integrate and apply what they have learned throughout their elementary education. Students consistently report this as the most memorable learning experience of their time at Lincoln.

Profits from the Cookie Company and Silverado, Jr. are donated to student-selected charities including: Make a Wish Foundation, PADS, and the SMA Foundation. During Outdoor Education, students work cooperatively to understand Native American cultures, orienteering, local ecology and experience life as a pioneer first-hand in a one-room home built in the 1600s. Throughout these activities, students use social awareness and interpersonal skills to establish and maintain positive relationships. These award-winning programs enhance the educational experience for all our students.

6. Professional Development:

The Lincoln staff has always kept current with the latest best practices in education. Each year they participate in a variety of professional growth activities to improve instruction.

Mosaic of Thought and the *Café* book studies were two such opportunities for professional growth. With an emphasis on reading, staff members met regularly to discuss the ideas and strategies presented in the book and to share their experiences applying these strategies in the classroom. Both of these particular books focus on individual reading skills such as comprehension, accuracy, fluency, and expanded vocabulary, which complemented and enhanced our *Reading Street* Literacy Program. As a result, the design of the reading block in many classroom shifted to include greater self-directed learning thereby allowing students more ownership in their education.

As a way to strengthen our writing curriculum we sought the expertise of Regie Routman, a well-known writing instructor and author of several books on the teaching of writing to children. Using her most recent book, *Writing Essentials*, the staff met regularly to discuss the strategies in the book and view videos of the strategies being practiced in classroom settings. Through collaborative meetings both in grade-level and across grade-levels teams, teachers shared successes and challenges in the area of writing instruction. As a result of these study groups, there is an overall increase in enthusiasm for writing and higher levels of achievement among our students.

Recently, Lincoln embarked on an innovative experience called “Sharing Spaces.” This program affords each teacher the opportunity to view the “expert next door.” Teachers observe colleagues throughout the school. These observations provide the teaching staff a chance to gain new ideas, share best practices in classroom management, and see how the curriculum aligns between grade levels. Sharing Spaces also gives everyone the opportunity to see how each grade level’s curriculum sequence is important for building a foundation that is used in upcoming grades. Teachers feel this is a very valuable experience that gives all staff a greater appreciation of the efforts of their colleagues. An additional benefit is that Sharing Spaces has furthered our Professional Learning Community initiative by promoting trust, communication, and collaborative problem solving among our staff.

7. School Leadership:

Strong, effective leadership promotes excellence in education and supports the programs and activities implemented to allow each student to achieve their potential. Leadership is shared and roles are assumed by a variety of people at Lincoln School. In addition to the principal, school leaders include teachers, support staff, parents and students themselves.

All staff members are encouraged to take on leadership responsibilities by participating in committees and workshops, then reporting back to grade-level teams or the entire staff. Teachers are members of vertical teams and have the responsibility to share the information gained on their committees with their grade-

level partners at collaboration meetings. The Building Leadership Team (BLT) provides a process to make decisions that help the school day run smoothly, including organizing technology usage, traffic patterns during arrival/dismissal, utilizing the teacher workroom, and the organization of BRAG night (the district's Open House).

Lincoln is committed to continually developing our Professional Learning Community (PLC). A PLC School Leadership team was created at the beginning of the 2011-12 school year comprised of the principal, a teacher from each grade level, a reading specialist, and the school psychologist. The PLC team attends a full day professional development session approximately once every six weeks. The information gathered at each of these professional development sessions is used to advance Lincoln's collaboratively-developed PLC goals.

The Response to Instruction Committee (RtI) acts as a liaison between grade-level teachers and support staff to make sure every child at Lincoln School is given the support necessary to maximize their academic growth. Led by a Reading Specialist and the School Psychologist, this committee uses ongoing data review to facilitate the implementation of the RtI model. In this way, staff continually receive support and resources to address student needs effectively.

Teacher leaders focus not only upon the academic needs of students, but also upon the behavioral side of RtI. Our in-house CHAMPS trainers provide ongoing instruction and resources in implementing this approach to classroom management. Lincoln is a district leader in the implementation of CHAMPS (Randy Sprick's *Safe & Civil Schools* model) in the elementary classroom.

The Principal views her role as one to promote an environment in which staff recognize and seize opportunities to apply their own talents and unique perspectives in order to advance the community of learners at our school. An open-door policy and a culture in which faculty and staff feel encouraged to create new initiatives and innovative approaches to their work promotes the interests of our students as they are the ultimate beneficiaries of an engaged and empowered staff.

We believe that our approach, as a community of leaders, ensures a strong educational environment. We make sure that our decisions, resources, programs, and solutions will continue to increase student learning. Working together as leaders, Lincoln School's principal, teachers, support staff, parents, and students help achieve Lincoln's vision that all students can learn.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets & Exceeds	100	100	98	97	100
Exceeds	87	80	82	75	87
Number of students tested	95	97	95	77	86
Percent of total students tested	100	98	99	100	99
Number of students alternatively assessed	0	2	1	0	1
Percent of students alternatively assessed	0	2	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds					
Exceeds					
Number of students tested		3	1		1
2. African American Students					
Meets & Exceeds					
Exceeds					
Number of students tested	2			1	1
3. Hispanic or Latino Students					
Meets & Exceeds					
Exceeds					
Number of students tested	6	3		1	1
4. Special Education Students					
Meets & Exceeds	100	100	94	100	100
Exceeds	71	36	75	45	80
Number of students tested	14	11	16	11	15
5. English Language Learner Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
6.					
Meets & Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12IL16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets & Exceeds	100	96	98	88	91
Exceeds	65	52	57	51	58
Number of students tested	95	97	96	77	86
Percent of total students tested	100	98	99	100	99
Number of students alternatively assessed	0	2	1	0	1
Percent of students alternatively assessed	0	2	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets & Exceeds	100	73	88	45	73
Exceeds	57	9	50	9	33
Number of students tested	14	11	16	11	15
5. English Language Learner Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
6.					
Meets & Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12IL16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets & Exceeds	98	100	95	100	99
Exceeds	59	69	44	48	67
Number of students tested	98	96	81	85	81
Percent of total students tested	99	98	100	99	100
Number of students alternatively assessed	1	2	0	1	0
Percent of students alternatively assessed	1	2	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds					
Exceeds					
Number of students tested	5	3		1	3
2. African American Students					
Meets & Exceeds					
Exceeds					
Number of students tested			1	1	
3. Hispanic or Latino Students					
Meets & Exceeds					
Exceeds					
Number of students tested	9		1	1	
4. Special Education Students					
Meets & Exceeds		100	75	100	91
Exceeds		38	17	45	27
Number of students tested	5	13	12	11	11
5. English Language Learner Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
6.					
Meets & Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12IL16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets & Exceeds	94	97	91	95	86
Exceeds	56	70	53	52	49
Number of students tested	98	96	81	85	81
Percent of total students tested	99	98	100	99	100
Number of students alternatively assessed	1	2	0	1	0
Percent of students alternatively assessed	1	2	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets & Exceeds		85	67	73	45
Exceeds		38	17	18	18
Number of students tested		13	12	11	11
5. English Language Learner Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
6.					
Meets & Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12IL16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets & Exceeds	96	96	95	98	99
Exceeds	46	32	39	45	49
Number of students tested	98	84	85	80	77
Percent of total students tested	98	100	99	100	99
Number of students alternatively assessed	2	0	1	0	1
Percent of students alternatively assessed	2	0	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds					
Exceeds					
Number of students tested	4	5	2	2	1
2. African American Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets & Exceeds	75	92			
Exceeds	33	0			
Number of students tested	12	13			
5. English Language Learner Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
6.					
Meets & Exceeds					
Exceeds					
Number of students tested					
NOTES:					

12IL16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISAT

Edition/Publication Year: 1999

Publisher: Pearson

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets & Exceeds	97	93	92	95	92
Exceeds	59	57	46	51	58
Number of students tested	98	84	84	80	77
Percent of total students tested	98	100	99	100	99
Number of students alternatively assessed	2	0	1	0	1
Percent of students alternatively assessed	2	0	1	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets & Exceeds	83	69	67		
Exceeds	50	8	17		
Number of students tested	12	13	12		
5. English Language Learner Students					
Meets & Exceeds					
Exceeds					
Number of students tested					
6.					
Meets & Exceeds					
Exceeds					
Number of students tested				78	
NOTES:					

12IL16

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets & Exceeds	97	98	96	98	99
Exceeds	63	61	56	55	68
Number of students tested	291	277	261	242	244
Percent of total students tested	99	98	99	99	99
Number of students alternatively assessed	3	4	2	1	2
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	9	11	3	3	5
2. African American Students					
Meets & Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	2	0	1	2	1
3. Hispanic or Latino Students					
Meets & Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	15	3	1	2	1
4. Special Education Students					
Meets & Exceeds	74	97	85	100	96
Exceeds	44	24	50	45	57
Number of students tested	31	37	28	22	26
5. English Language Learner Students					
Meets & Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Meets & Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12IL16

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Meets & Exceeds	96	95	93	92	89
Exceeds	59	59	52	51	55
Number of students tested	291	277	261	242	244
Percent of total students tested	99	98	99	99	99
Number of students alternatively assessed	3	4	2	1	2
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets & Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Meets & Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Meets & Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Meets & Exceeds	92	75	75	59	61
Exceeds	53	18	30	13	26
Number of students tested	26	37	40	22	26
5. English Language Learner Students					
Meets & Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Meets & Exceeds	0	0	0	0	0
Exceeds	0	0	0	0	0
Number of students tested	0	0	0	78	0
NOTES:					

12IL16